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ABSTRACT

This third in a series of 10 study units for a Migrant Educators' National Training OutReach (MENTOR) correspondence course provides names, addresses, and descriptions of more than 35 federal, state, and private agencies, publications, services, programs, and support networks concerned with the education and welfare of migrant children. It suggests other sources for material and support, such as religious groups and industrial organizations. Designed for use in preservice or inservice teacher education, the unit emphasizes teacher responsibility to learn about, stay in touch with, and share information about issues and resources in migrant education. The unit discusses identifying/recruiting migrant children and provides a basic interview pattern for determining migrant education program eligibility. It discusses the Migrant Student Record Transfer System and the migrant educator's role in making the system work. Other described programs include National Association of State Directors of Migrant Education (NASDME), High School Equivalency Program/College Assistance Migrant Program (HEP/CAMP), Portable Assisted Study Sequence (PASS), Challenging Options in Career Education (CHOICE), Migrant Education Resource List and Information Network (MERLIN), East Coast Farmworkers Support Network, and National Migrant Worker Council. A list of publications and organizations concerned about pesticide use and addresses of state offices of migrant education are included. (LFL)

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BOOK 3

HARVESTING the HARVESTERS

A MIGRANT EDUCATOR'S RESOURCE KIT
Where to Find the Help You Need

October 1986

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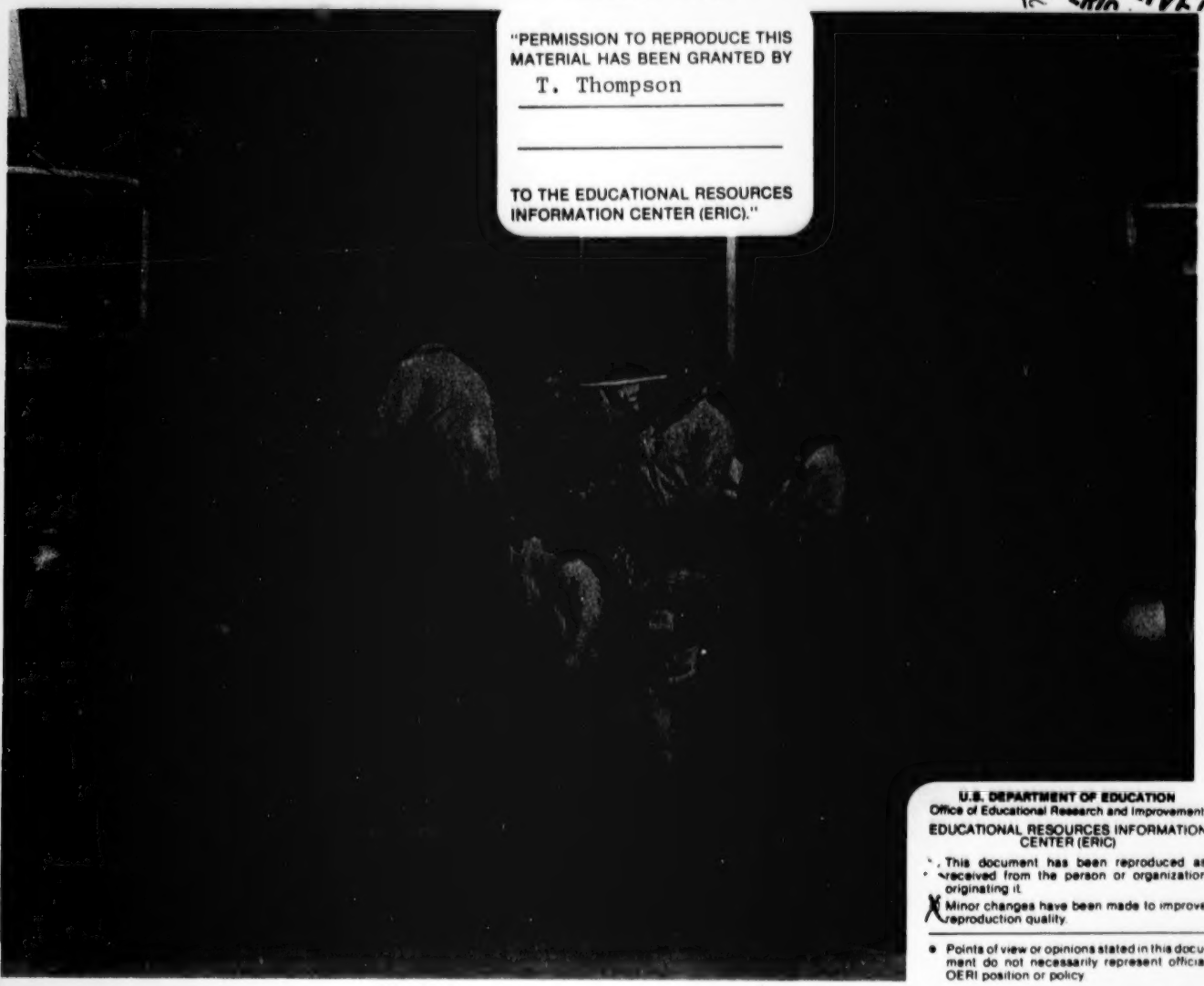

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Networking is the name of the game—and it works!

Helen Kavanagh

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How to Find the Help You Need

All over the nation there are individuals and institutions eager to help you. There are also others less eager to help but with valuable things if you can get them. This booklet is to help you look for useful materials.

As Helen Johnston says, what we now call "networking" used to be called plain old cooperation. Whatever you call it, interstate coordination or networking or just working together, it is essential in Migrant Education. We must share information and ideas and materials.

This booklet can help point you toward possible sources of help. It is barely a beginning. Many other resources exist. You must be ingenious, resourceful and tenacious in seeking what you need.

We learned assembling this booklet that Migrant Education is a moving target. Programs disappear, move or change names with disturbing frequency. Good materials go out of print, and letters go unanswered. By the time you get this, some of it will already be out of date.

However, you will find that Migrant Educators on the whole are eager to share with you. You can tap into a vast fund of expertise and idealism. Doggedness and persistence will be rewarded. Others have had to deal with the problem you confront. They will help if you use energy and imagination to find them.

Noteworthy National-State-Regional Programs

(from Georgia Curriculum/ Training Module)

—CAPR/CAPM
—CARE
—DAMAS
—DISNET
—Escape
—HAPPIER
—International Coordination Re International Barriers
—Interstate High School (Texas-Washington) Credit Exchange/ Accrual
—Louisiana Identification and Recruitment Project
—MEMO Newsletter
—MERLIN
—MSRTS
—MSRTS Master Teacher Program
—MSRTS Skills List (NASDME)

—Migrant Dropout Model
—Migrant Parent Resource Center
—Migrant Youth Leadership Conference
—Mini Corps
—Mississippi Resource Center
—National Migrant Special Education Center
—New York Goals for Youth
—New York Pre-school Program
—New York Reading Program
—Ohio Scholarship Program
—Oregon Special Education Project
—PASS
—TEACH
—Texas-Corpus Christi Dropout Project
—Texas Counselor Program
—Texas Identification of Exemplary Migrant Students
—Texas Secondary Credit Exchange
—Washington State Pre-school/ Bilingual Project
—Washington-Texas Preidentification and Recruitment
—Western Secondary Credit Exchange Program

The Federal Role

As of right now, the federal program for Migrant Education is a separate office in the Division of Elementary and Secondary Education in the United States Department of Education. It is headed by Washington veteran Dr. John Staehle, who first joined the Office of Education in the then-new Department of Health, Education and Welfare in 1957.

The system of government we have considers education primarily a responsibility of the individual states. The federal role is relatively minor, and always controversial. President Carter established a Department of Education with cabinet rank in 1980, the year Ronald Reagan ran and won the Presidency on a platform that included a promise to abolish the new agency. It did not prove politically expedient to abolish the Department of Education (though the President still says he favors the abolition, feeling strongly that education is a state and local concern and that education is a prime example of the sort of federal program that creates an expensive bureaucracy to do inefficiently what could better be done on other levels of government or not done at all).

The point is, they are constantly reshuffling the education bureaucracy in Washington, DC. Every year, legislation changes and funding changes and the rules of the game change. Titles and telephone numbers change, too.

So what? By the time you are an old pro in Migrant Ed, you will appreciate the nuances of this scene. Until then, all you need to know is that somewhere in Washington is an office that can tell you what the federal government is doing in the field of Migrant Education. Its major role is to administer the granting of money to individual states and to fund projects with interstate goals such as the Migrant Student Record Transfer Service. While

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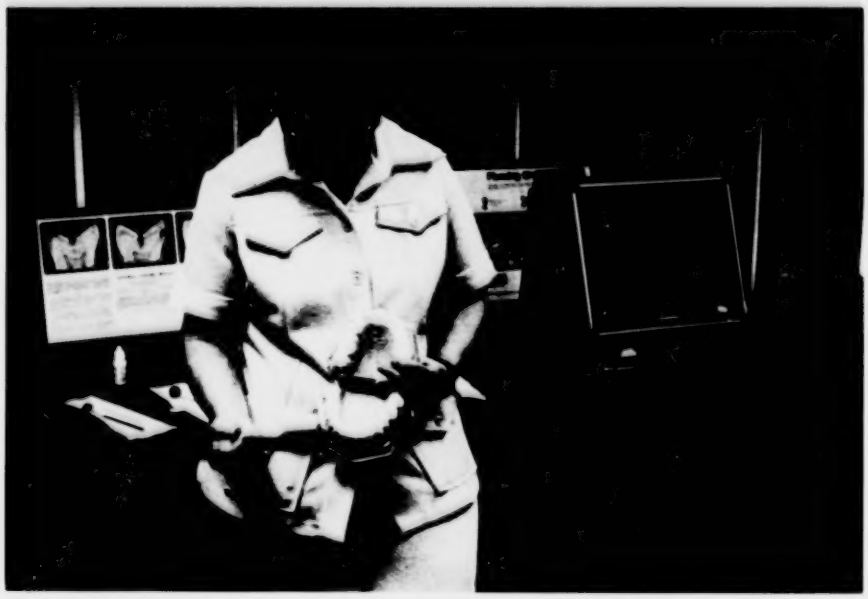

the federal government is seldom the obvious source for what most teachers and administrators need, it does have essential information about funding and sharp people who know how the system works.

These dedicated public servants will respond to your needs, if only by telling you to look somewhere else.

For a time, Migrant Education was part of the Office of Compensatory Education Programs. Now it is again an independent office. A Washington Update of November 1985 explained the change this way: "Migrant students' problems are different than other Chapter 1 students' due to their high mobility. Further, migrant education is more broad-based in that it focuses on the needs of all migrant children 0-21 years of age. Therefore a separate office is a logical solution to addressing these distinct needs. An added advantage is the special role the new office of Migrant Education can play in advocating for specific programs for migrant youngsters." Considering the scope of the budget cuts in Migrant Education, that advocating must have been a thankless task.

The States

Every state except Hawaii has an office to address the needs of Migrant Education. The addresses are printed on the inside cover of this booklet. Do not hesitate to consult your state office. Do not hesitate to consult out-of-state offices, either. Some will never answer, but the ones that do will shower you with wonderful stuff.

Keeping Tabs

As a professional, you will want to know what is happening within the profession. You may want to follow any of dozens of educational journals but you will certainly want to know about *Memo* and *Migrant News/Views*.

Memo is Migrant Education Messages and Outlook. It is the voice of Migrant Education. It is published by *Memo*, Bureau of Migrant Education, Louisiana Department of Education, P.O. Box 94064, Baton Rouge, LA 70804-9064. The Current editor is Al Wright, working with Associate Editor Donna Hurst. You can get *Memo* by writing and asking for it or by calling 504-342-3517.

Migrant News/Views is a clipping service that spots stories relating to migrants, copies them, staples them together, and sends them along. It is always fascinating, and occasionally life-saving. It is also a sort of barometer of society's attitudes toward migrancy. It is published by *Migrant Education Programs*, 257 Osborne Road, Loudonville, NY 12211. (518) 457-6108. You can get *Migrant News/Views* by contacting Molly Nye and asking for it, but there is a catch: you will have to pay to help defray the cost of production. You may be able to get your school or unit to pick up the tab. You must find out what is available to you and this might make a good test case.

Mentor has gotten fine things from over two dozen states. We suspect there is a lot of good material available from the others, too, which we haven't yet tapped. Do not hesitate to ask for help. In Migrant Education, we have found that anyone willing to respond to letters or calls at all is willing to respond with real generosity. Just as students move from state to state, ideas and materials move from state to state, too.

Effective Schools

The National Council for Effective Schools
2823 West McKinley Blvd.
Milwaukee, Wis. 53208
414-342-8009.

The Effective School Report
Dr. Lawrence Lezotte, Editor
Kelwynn, Inc.
Grand Central Station
P.O. Box 2058
New York, NY 10163 $24 per year.

Other Publications

Individual states often publish newsletters. Oregon's is *Migrant Education News*, Migrant Education Service Center, Second Floor-Admin. Bldg. 700 Church Street SE, Salem, OR 97301-3714. Washington State's is the *Washington State Migrant Education News*, 1110 South 6th Street, Sunnyside, WA 98944. Get on their mailing lists. Find out if your state has a newsletter. If yes, get it. If no, get involved in starting one. Remember, the responsibility for keeping in touch with the rest of the Migrant Education network begins and ends with you.

Other examples: Wisconsin has a bilingual newsletter called *Learning Network*. New York has *Real Talk*, from the Migrant Dropout Youth Program.

Disnet

Disnet stands for Dissemination Network. It is a regional newsletter to alert migrant families to services. It is aimed at 14 states in the Central Migrant Streams. *Disnet News*, P.O. Box 529, Nashville, AR 71852, tel. 501-845-3220.

ERIC/CRESS

ERIC is a giant electronic library. CRESS is the part of that system with specific responsibility for Migrant Education materials. ERIC stands for Edu-

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cational Resources Information Center. ERIC began in 1966 and now has 16 clearinghouses around the nation. *CRESS* stands for Clearinghouse on Rural Education and Small Schools. ERIC/CRESS can provide you with wonderful material available virtually no other way.

Here is how to use ERIC/CRESS: find a friendly librarian. That should be easy, because most librarians are friendly and proud of their skills. They may steer you to catalogs called RIE and CJIE, for Resources in Education and Current Index to Journals in Education. You can also have an electronic search of ERIC by author or title or subject matter. When you do creative work, you can have it included in ERIC to share it with your colleagues.

Some ERIC material is on microfiche. Some booklets have been published for sale. ERIC/CRESS is a rich source of information and research. Remember the secret to good research: Be Nice To Your Librarian.

Identification and Recruitment

As a teacher, you may or may not be involved in the process of Identification and Recruitment. However, you deserve to be aware of what happens. Briefly, a child must meet certain legal definitions to be included in programs for migrants. Because the children cannot be expected to know these requirements, people look for migrant families to alert them to the availability of services.

From the PDK fastback:

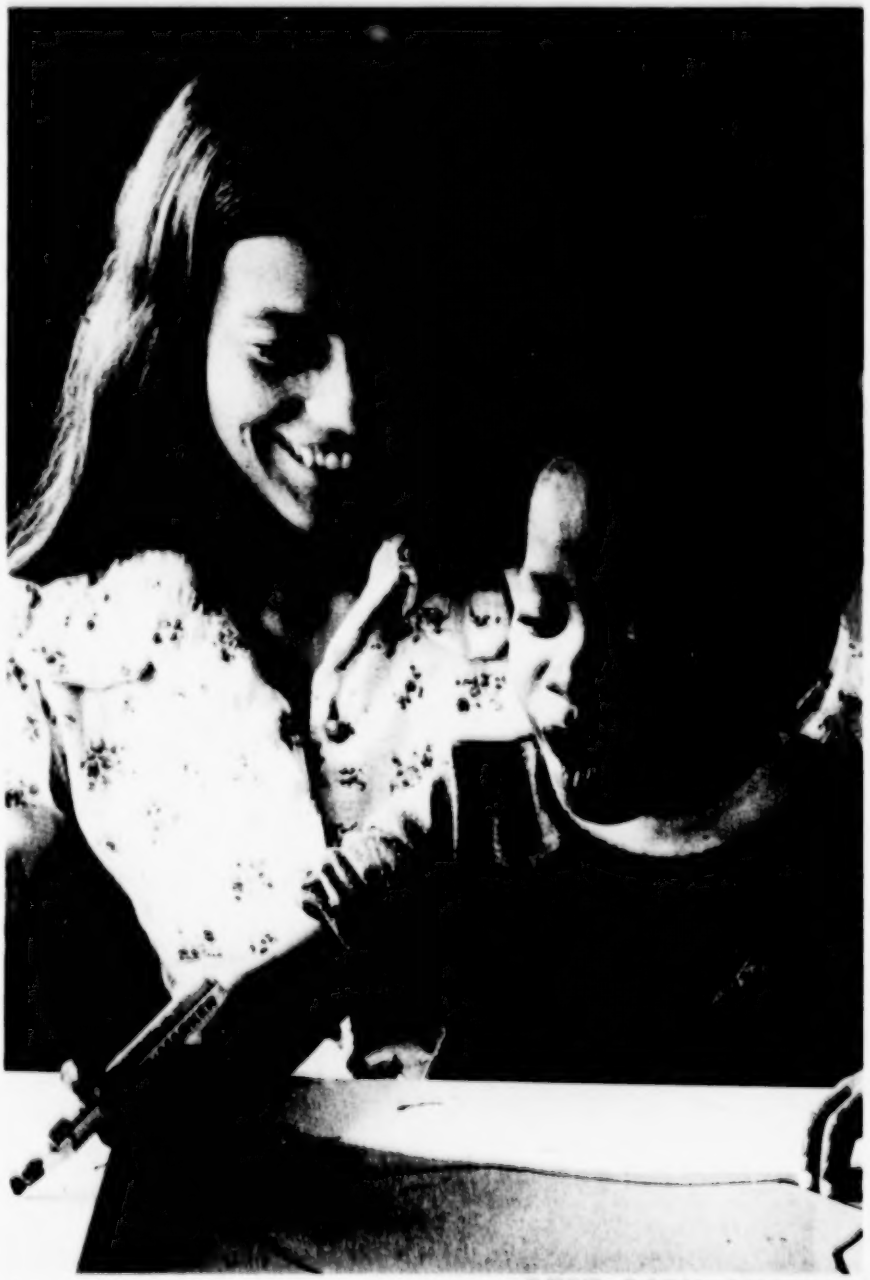
Identifying and Recruiting the Migrant Child

According to Public Law 93-380, the migrant child is defined in this way: "A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past school year in order that the parent or other members of his immediate family might secure employment in agriculture or fishing or related food processing activities."

Before the school can teach migrant students, it frequently must go out and find them and induce them to come in. Many schools have developed successful procedures for doing this. Periodic surveys of local farms, co-ops, packing plants, feedlots, poultry plants, and other sites will frequently uncover new migrant children who are not enrolled in school. By keeping track of what crops are in season and by establishing contact with the crew leaders responsible for employing migrants, school authorities can identify children who should be in school.

When a child who is not in school or when a young adult up to 21 years of age who is not a high school graduate is identified, the school seeks such information as name, address, father's/mother's persent occupation, and the reasons given for nonattendance. To do this, the school uses neighborhood aides or "field representatives" to visit all neighboring farms and camps periodically to check on the status of migrant children, gather information, develop rapport, discuss available resources, and act as general liaison between the school and the migrant community. It is important that these contact personnel are able to speak in the migrant language.

Frank T. O'Hearn describes a triad of school, migrant community, and community-at-large. Unless all three parts of the triad are fully involved, some migrants will not be served.



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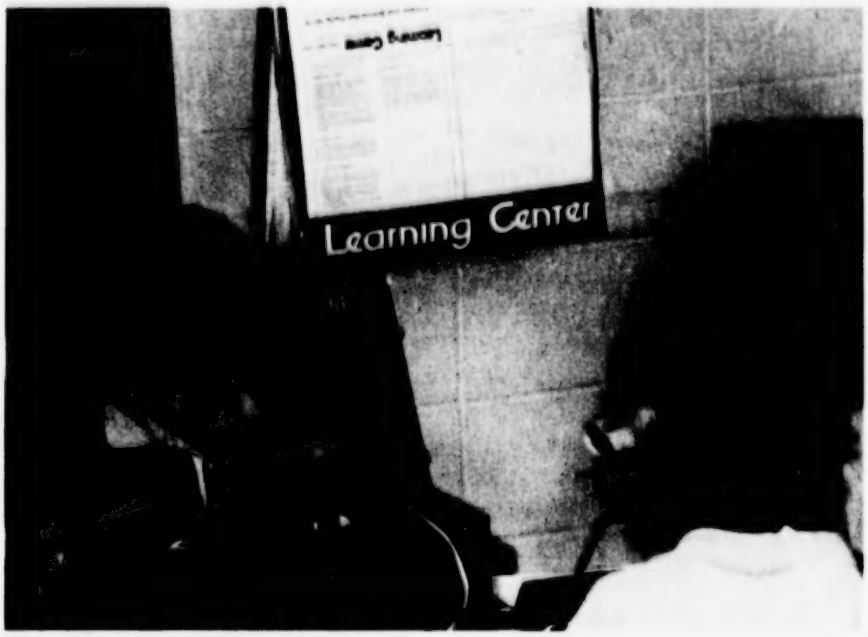
Basic Interview Pattern For Determining Migrant Education Program Eligibility

1. Has the family (or part of the family) ever **moved to seek work?**
   If the answer is NO, they do not qualify.
   If the answer is YES, then ask. .
2. **When?** When was the last time (most recent) that you moved to seek work?
   If the answer is MORE THAN SIX years ago, they do not qualify.
   If the answer is WITHIN THE LAST SIX years, then ask. . .
3. **Where?** Where did you move to? Where did you move from?
   If the answer is WITHIN the same school district, or to a place OUTSIDE the United States, its territories or possessions, this is not a qualifying move.
   If the answer indicates a move ACROSS school district boundaries to a place in the United States, its territories or possessions, then ask. . .
4. **Why?** What kind of work were you looking for?
   If the answer is work that is NOT RELATED to agriculture or fishing, or is related to permanent work of any kind, or the move was not related to seeking work, this is not a qualifying move.
   If the answer is to seek TEMPORARY or SEASONAL work related to AGRICULTURE (including work related to production or processing of crops, dairy products, poultry or livestock; work related to the cultivation or harvesting of trees; or work related to fish farms) or related to FISHING (including the catching or processing of fish or shellfish), then ask. . .
5. **Who?** Who made this move?
   If only the ADULTS moved, none of the children are eligible
   If only the CHILD (or children) moved at the time being discussed, determine whether this child (or children) made a move in the past with a "migratory agricultural worker" or "migratory fisher" and when the last (most recent) move with that migratory worker occurred. Refer to the definition of a "currently migratory child."
   If a parent or guardian who is a "MIGRATORY AGRICULTURAL WORKER" or "MIGRATORY FISHER," and one or more of the children made the move, you have now gathered the facts necessary to determine eligibility and may proceed with completing the eligibility document.



Regulations are like the weather, they change frequently. The complicated regulations are enforcd by auditors. This process is susceptible to conflict. Those who wish to cut budgets may differ in their interpretation from educators wishing to keep children in programs that help them. Worse, different programs to help children may find themselves competing, with resultant internecine strife within the social service community. Questions about whether daycare will be provided by schools or by private agencies, or whether Head Start or migrant programs will help a specific child, these questions are political in nature, affecting budgets and jobs and turf. Your own job could depend upon the scope of the programs and upon decisions of who does what, so you are not exactly a disinterested party. Having admitted that to yourself, remember that your real responsibility is to your students. You must be ready to fight for their rights; you must be equally ready to cooperate with other programs for the good of your students, even if it means occasional self-sacrifice. Idealism is as important for migrant educators as competence in subject matter.

Migrant Student Record Transfer System

Under the system, the Office of Migrant Education administers the transfer of funds to State Education Agencies (SEA) which pass them along to Local Education Agencies (LEA). This results in a system that is decentralized, with many variations from state to state. The challenge is for SEAs and LEAs to find ways to coordinate their activities for the good of the migrants. You must not assume that the way things are done in your neck of the woods is the way they are done elsewhere up and down the migrant streams. The great advantage of decentralization is that it allows for maximum flexibility to take advantage of local conditions.

Unfortunately, an essential element in a good education is continuity. The average migrant student may be in three different schools a year, with a resulting fragmentation of continuity. Even if every program for migrants in every one of the 25,000 schools is excellent, their educations will suffer from discontinuity. Since no local or state agency can cope with this, the federal government has accepted respon-

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sibility for minimizing this damage. The situation is analogous to public health, in which no single state could cope with the immunization of migrants. In education, the most obvious administrative need was to keep track of migrating students, to share their records. The vehicle for this is the Migrant Student Record Transfer System, a computerized nationwide record-keeping system located in Little Rock, Arkansas. This system is usually known by its initials, MSRTS. Perhaps because it was initially called the Migrant Education Records Transfer System (MERTS), it is often known by this acronym, so if you hear someone talk about something pronounced *mertz*, it is the Migrant Student Record Transfer System.

Here is a succinct description of the system from the Phi Delta Kappa fastback:

Keeping Track of the Migrant Students

The typical migrant child attends three different schools each year. One of the major problems facing schools that serve transient migrant children is getting to know the student quickly so that the instructional program can begin at appropriate ability and skills levels. The Migrant Student Record Transfer System (MSRTS) is an interstate program designed to meet this need.

The MSRTS is a national computerized system that provides quick access to academic and other information on migrant students to schools. The MSRTS data bank in Little Rock, Arkansas, is maintained and operated by the Federal Department of Education.

When a participating school requests a file, it is sent at once. If no record can be found, a new file is set up for that student. When a child moves on, the local school updates the file and transmits the records to Little Rock by means of the local terminal operator.

Obviously, the system is only as good as the information fed into the computer. Some schools report that they too often find data to be incomplete. It behooves anyone using the system to keep information in the data bank current and complete.

Skills Inventory System

MSRTS is not a teaching method. It maintains a Skills Inventory System to help with placement. This can be useful in eliminating wasteful retesting. The SIS has codified skills in four areas: Reading, Math, Oral Language, and Early Childhood.

Some Considerations About MSRTS

You will learn much of what you need to know about MSRTS by using the system. Keep several key points in mind as you do.

1. GIGO. GIGO is the acronym for the greatest threat to any computerized system: it stands for "garbage-in/garbage-out." No system is immune to the GIGO Syndrome. Your responsibility is to make certain that you program accurate, current data about your students for the benefit of other teachers. Beyond that, you must remember that the best system is fallible. Take the information you receive as a hint, not as Revelation From On High. Here is a caveat from *Promises to Keep*: "The results of many locally developed intake tests have questionable validity when a child has been tested every few weeks in a new setting and under unknown language and cultural handicaps. Attempting to standardize objective achievement measures for the use of teachers in many different districts may be futile." You must *look at* and *listen to* the student in front of you. The material from SIS is a clue about where you may begin, nothing more. Because of the scope of the migration, this service is useful, but you must also evaluate your students one at a time with the measuring tools you have learned to trust from your own experience.

2. Privacy and Access. The MSRTS records are private. Only parents, students, and authorized personnel have access. The Family Educational Rights and Privacy Act of 1974, known as The Buckly Amendment, guarantees parents the right to review all records the schools maintain. That's *all* records, not simply the cumulative folder or an official record in an office. Parents may demand an explanation of records, and may request corrections or additions.

3. Paperwork. Paperwork is the curse of any bureaucratic system. All teachers complain about their paperwork. Teachers in federally-sponsored programs complain even more. Steel yourself to meet this situation. If need be, write on the blackboard one hundred times: *"I will never complain about the paperwork."* It goes with the territory. Far from being an unnecessary burden, it is the basic requirement of the system. Because these children move, because they need to be tracked by every level of government, they leave a thick paper trail. Do your share of the paperwork cheerfully.

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NASDME

The National Association of State Directors of Migrant Education is an important forum. The current NASDME President is Jerry Ortega of Utah. NASDME committees address major concerns in the field. The secondary committee has recently issued an important annual report with comprehensive recommendations. The NASDME Executive Committee had asked the Secondary Committee to define a dropout because there is controversy over the definition and over dropout statistics. The Secondary Committee decided to use the definition of the United States Department of Education National Center for Educational Statistics: if the student did not graduate, transfer,or die, he or she is a dropout. The Secondary Committee prepared an Issues Paper on dropouts. The Committee strongly urged a policy that would allow migrants to consolidate partial course work for credit, for example. Here in brief are the 14 secondary recommendations. To see the complete study, contact NASDME. Excerpts appeared in the August 1986 MEMO.

Recommendations of the Secondary Committee of the National Association of State Directors of Migrant Education April 1986

1. Comprehensive Counseling and Assistance.
2. Regular Needs Assessments.
3. Comprehensive Career Experience/Work Study Program
4. Improved Staff Effectiveness.
5. Parent Education Programs at the schools.
6. Better identification of late spring and summer arrivals and of dropouts.
7. Better use of MSRTS.
8. Increased funding.
9. Local district policies to help migrants accumulate secondary credits; e.g., better communication, reciprocity, transfer of credits.
10. More options for credit accrual.
11. Consistent national data collection.
12. More alternative programs.
13. Revised age/grade placement in primary/middle schools.
14. Stronger links to transition programs for college and higher education opportunities.

HEP/CAMP

HEP is the acronym for High School Equivalency Programs. There were 22 of them nationwide in 1985-1986. They varied considerably in the nature of their programs, so you must contact one in your area for complete information. The key thing to remember is that some HEP is available to migrants in your region.

CAMP is the acronym for College Assistance Migrant Program. There were six such programs in 1985-1986 to help migrant youth through their first year of college or their first 45 credit hours.

HEP/CAMP: A Success Story

Congress recognized in the mid-'Sixties that Migrants would need special help with high school and college. HEP and CAMP programs have served 45,000 students since. The Department of Education funded a major national survey of the programs in 1984. Just as migrants present difficulties to educators, they present problems to statisticians, too, being moving targets. Data are to be considered reliable indicators but by no means perfect.

According to the Research Report of Dr. Gary L. Riley in October of 1985, 81% of those enrolled in HEP programs earned a General Education Diploma while in the program and 3.5% subsequently, for a graduation rate of 84.6% of those enrolled between 1980 and 1984. CAMP students were even more successful. 89.4% of all first-time entering freshmen successfully completed their first year of study while enrolled, with another 8% completing the year subsequently, for a success rate of 92.4%, well above the national norms for all first-time entering freshmen. Statistics can be both bloody and bloodless, but these prove beyond doubt that Migrant Education programs can make a difference.

Great caution must be used in the interpretation of statistics about any Migrant Education program. This introductory survey course could not hope to do anything so sophisticated. The study did substantiate what common sense might have told us: that some students arrived at HEP and CAMP with basic skills so deficient that despite great progress in remediation, they were still below the norm when they finished. This presents current CAMP administrators with difficult choices about admitting highly-motivated but poorly-prepared students. The long-term answer must be better preparation at earlier stages of the educational process.

As good as HEP and CAMP are, they serve but a small fraction of migrants.

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For the United States to do what the Carnegie Task Force and the Holmes Group and so many others call upon us to do, **every** high-risk student, migrant and non-migrant alike, must be given adequate assistance.

Here is a list of HEP/CAMP Directors. Do not hesitate to contact one nearby when you need information or assitance.

1985-86 HEP/CAMP Directors

Joe Bertoglio, Program Specialist
Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, S.W.
ROB 3, Room 5012
Washington, D.C. 20202
Phone: (202) 245-2506

Bernard Wagner, Director
Central Valley Opportunity Ctr. HEP
1743 North Ashby Rd., P.O. Box 2307
Merced, CA 95344
Phone: (209) 383-2415

Perfecto Muñoz, Director
University of the Pacific HEP
Stockton, CA 95211
Phone: (209) 474-5333 or 5334

Martha Beun, Director
IDEAS/HEP
415 Quail Circle
Boulder, CO 80302
Phone: (303) 443-7404

Arthur Campa, Director
University of Colorado HEP
Campus Box 249, Education Bldg.
Boulder, CO 80309-0249
Phone: (303) 492-5416

Jay Fuhriman, Director
Boise State University HEP
1910 University Drive, Rm. E-214
Boise, ID 83725
Phone: (208) 385-1194

Carmen Natal, Acting Director
Nedra Kinerk, Contact Person
Indiana University at Kokomo HEP
2300 South Washington Street
Kokomo, IN 46902
Phone: (317) 459-0375 or 0376, ext. 286

Edith Dobbs, Director
Fort Hays State University HEP
Department of Education
600 Park Street
Hays City, KS 67601
Phone: (913) 628-4000

David Bridgham, Director
Training & Development Corporation HEP
P.O. Box 1136, 117 Broadway
Bangor, ME 04401
Phone: (207) 945-9431

Gerardo Martinez, Director
Center for Human Services HEP
5530 Wisconsin Avenue
Chevy Chase, MD 20815
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Bettye Mullen, Director
Mississippi Valley State University HEP
Continuing Education, P.O. Box 125
Itta Bena, MS 38941
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Adrian Ortiz, Acting Director
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El Rito, NM 87530
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Wanda Burns-Ramsey, Director
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Manuel Pacheco, Director
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Norma Lugo, Director
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San German, Puerto Rico 00753
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Ernest Brewer, Director
University of Tennessee HEP
20 Claxton Education Building
Knoxville, TN 37996
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Rosalinda Torres, Director
SER-Jobs for Progress, Inc. HEP
1355 River Bend Drive, Suite 350
Dallas, TX 75247
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Larry Rincones, Director
Pan American University HEP
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Phone: (512) 381-2521

Carlos Maldonado, Director
University of Southern Colorado HEP
Pueblo, Co 81001
Phone: (303) 549-2284

Arturo Lazarin, Director
University of Texas at El Paso HEP
El Paso, TX 79968
Phone: (915) 747-5562

Don Sanders, Director
University of Houston HEP
4800 Calhoun, Suite 405 F H
Houston, TX 77004
Phone: (713) 749-2193

Anita Babayan, Director
Washington State University HEP
Pullman, WA 99164-2122
Phone: (509) 335-2454 or 335-5652

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Educational Opportunity Programs
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Mary Herrera, Director
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Phone: (512) 381-2574

Randa Safady, Director
St. Edward's University CAMP
Austin, TX 78704
Phone: (512) 448-8625 or 8626

Arturo Lazarin, Director
University of Texas at El Paso CAMP
El Paso, TX 79968
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Places to Look For Things

There are many centers of expertise about Migrant Education. Ask around to find out what is available in your region. Send postcards or make phone calls. Try:

National Migrant Materials and Resource Center
Box 220
Gulfport, MS 39501

BOCES Geneseo Migrant Center
Holcomb Building 210
Geneseo, NY 14454

Gloria Mattera and Bob Lynch have a vast and comprehensive collection of Migrant Ed materials as well as their impressive Migrant Heritage Studies Kits.

Staff Development—143 Project
Center for Public and Urban Research
Georgia State University
University Plaza
Atlanta, GA 30303
404-658-3253

Georgia produced comprehensive Training/Curriculum models recently. The titles appear in the bibliographies of Mentor books. The material is impressive. It is available at reasonable cost.

You can get a compendium of Junior High Migrant Student Services prepared by the Interstate Migrant Secondary Service Program by writing IMSSP, State University College at Oneonta, Oneonta, NY 13820

Projects

The federal government funds projects under Section 143 of the Migrant Education program. *Mentor* is such a project. Here are thumbnail descriptions of some others. Most have materials to share or brochures to describe their services. Get in touch with them. You must take the initiative. You know who they are. Tell them who you are so you can work together.

PASS

PASS stands for the Portable Assisted Study Sequence. It is a successful correspondence course for migrant students developed in Washington State. It uses portable learning packages in conjunction with tutorial support and counseling to enable migrants to complete their high school educations. Even if you are not from Washington State, if

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you need to know about PASS, contact Director Mary Kernel in care of Washington State. PASS is an exciting program being used in several states, including California and Oregon and New York. Check this one out.

CHILD

CHILD stands for Comprehensive Help for Individual Learning Differences. It suggests ways to integrate resources of all sorts into the task of meeting migrant needs. It has a multimedia multi-ethnic Migrant Heritage study kit, for example. For information, contact Dr. Gloria Mattera, Director, CHILD, BOCES Geneseo Migrant Center, Holcomb 210, Geneseo, NY 14454.

ESCAPE

ESCAPE is the acronym for Eastern Stream Child Abuse Prevention and Education. It began in 1982 with research showing that the migrant child is at a six times higher risk of maltreatment than the non-migrant child. ESCAPE has since expanded beyond the Eastern stream to become a national force for training migrant educators to cope with this terrible problem.

The Family Life Development Center
ESCAPE Project
G-21 MVR Hall, Cornell
Ithaca, NY 14853
607-256-7794

CAPR/CAPM

CAPR/CAPM stands for Computer Assisted Placement in Reading/Computer Assisted Placement in Math. If placement in reading or math is a problem for you, CAPR/CAPM may be able to help. The best way to find out is to ask: Ms. Patricia Sherman, CAPR/CAPM, B-105 Van Hoesen Hall, SUNY, Cortland, NY 13045. Tel. 607-753-4706.

CHOICE

CHOICE stands for Challenging Options in Career Education. It is a section 143 funded career education incentive program based in New Paltz, NY.

CHOICE offers a comprehensive instructional program, complete with curriculum plans and activities, career development and information on upcoming trends, work-study and work-experience opportunities, and counseling for training, developing, and practicing work skills. CHOICE exposes students to a wide variety of occupations and helps make school relevant by showing how academic subjects relate to jobs and careers.

CHOICE prides itself on its ability to suit its information to the needs of individual students. Ilse Pitts and Margaret Taylor may be reached at CHOICE, P.O. Box 250, New Paltz, NY 12561.

New Paltz also has great stuff in the area of special education. A series of videotapes on handicapped children is available, for example.

Step Beyond

Step Beyond is a project to use donated materials to enrich the educational opportunities available to migrant children in school and at home. Step Beyond conducts workshops and shares ideas and resounces. It is based in the northeast but don't let that stop you from inquiring if you are somewhere else. See what can be worked out. Write Barbara Wyman or Angela Triolo, Step Beyond, B-105 Van Hoesen Hall, SUNY, Cortland, NY 13045.

MERLIN

MERLIN stands for Migrant Education Resource List and Information Network. It is an attempt at a centralized database for the nation's migrant educators. MERLIN, 333 Market Street, Harrisburg, PA 17126-0333 Telephone 717-783-7121.

CARE

CARE stands for Community Awareness and Resources Effort. It has the same Pennsylvania address as MERLIN. Its mandate is to improve regional cooperation for better migrant education.

TEACH

TEACH stands for Teaching Environmental Awareness to the Child of Harvest. It recognizes that migrant families are terribly vulnerable to pesticides, which many scientists want to call biocides since they kill living things whether pests or not. Same Pennsylvania address.

HAPPIER

HAPPIER is another of the ubiquitous acronyms, standing for Health Awareness Patterns Preventing Illnesses and Encouraging Responsibility. It is housed at the same busy Pennsylvania address as the last three projects. It coordinates Migrant Education with Migrant Health.

Mr. Rogers: Migrant Children are Special

Guess where? If you guessed 333 Market Street, Harrisburg, PA, you win. Three videos were made with Fred Rogers to develop the self-esteem of migrant children. Mr. Rogers visited migrant camps in Pennsylvania during August 1985. These tapes should help non-migrant children relate to the migrants who come and go.

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The Private Sector: Religious

Many institutions in the private sector are concerned in one way and another with migrants and migrant education. Growers Associations and labor unions, for example, as well as some philanthropic foundations. Be alert to the presence of groups in your area with the resources and the motivation to help.

Church groups are often active in what they call migrant ministry. Do not let yourself get hung up on the niceties of our essential tradition that separates church and state. The Constitution is alive and well at nearly 200 and can take care of itself. If there is a church-related group near you working with migrants, get in touch and start networking. Here are descriptions of two church-related groups working in this field.

The East Coast Farmworker Support Network

The East Coast Farmworkers Support Network was formed in 1982 following the conviction of Florida crewleader Willie Warren and his sons for slavery and the Christian Church's (Disciples of Christ) documentation of the plight of East Coast farmworkers published in their Special Report Slavery, poverty, housing and safety problems: these created the need for better coordination and communication among the many organizations and individuals serving farmworkers along the east coast.

Progress Toward the Goal

From the realization and the challenge this need created, the ECFSN was born—an alliance of over 25 farmworker, church, labor and civil rights organizations. Among its many activities, the Network:

- helped pass North Carolina's first anti-slavery law, and improvements in the state's pesticide, field sanitation, migrant camp and worker's compensation regulations.
- coordinated a campaign to get drinking water, toilets and hand-washing facilities in the fields.
- assisted the Comité de Apoyo a los Trabajadores Agrícolas, an organization of Puerto Rican farmworkers seasonally employed in New Jersey.
- responded to the crisis of the Florida citrus freeze by instituting a Farmworker Unemployment Compensation Project.
- conducted leadership training conferences for migrant and seasonal workers.
- cultivated a diverse board of concerned farmworkers, church, labor and civil-rights leaders and others to guide Network policy and develop new program initiatives.

Farmworker Empowerment & Self Determination

Through such efforts as our Occupational Safety and Health Project and our Farmworker Unemployment Compensation Project, we provide support to East Coast farmworkers seeking to build a better life for themselves and their families.

Advocacy & Public Policy

We urge 1) the vigorous enforcement of protective laws for farmworkers, 2) adoption of reforms to improve living and working conditions for farmworkers and their families; and 3) prosecution of growers, crewleaders and others responsible for the inhuman and illegal treatment of farmworkers.

Research & Documentation

We compile and distribute relevant articles, studies, books and other reference materials, including a library of video tapes, and publish a newsletter and other materials on current farmworker issues.

Training and Technical Assistance

We conduct workshops and programs to build organizations and develop leadership skills among farmworkers and their families and educate advocates and supporters among churches and other community organizations.

Attracting Support and Recruiting Allies

Funding and other support for the ECFSN's mission has been provided by a number of groups and foundations, including:

Christian Church (Disciples of Christ); American Friends Service Committee; Episcopal Church, NY Diocese; Glenmary Justice Ministry; Methodist Board of Church and Society; Mid-Hudson Catskill Rural Migrant Ministry; United Church of Christ Commission on Racial Justice; World Council of Churches' Programme to Combat Racism; A. Philip Randolph Institute; Florida Impact; Farmworker Justice Fund; Friends of Farmworkers of Pennsylvania; Mary Reynolds Babcock Foundation; Rural America; Workers Defense League; Z. Smith Reynolds Foundation.

The East Coast Farmworker Support Network

120 years after the abolition of slavery, the plantation economy is alive and well in America. Consider these facts:

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- A farmworker's annual income averages under $4,000.
- Farmworkers are not protected by most labor laws.
- Cases of slavery or peonage, involuntary work to pay off debts, continue to be documented along the East Coast.
- 80 farmworkers are killed and nearly 100,000 injured each year by pesticides alone.
- As this is written, the federal government has long fought efforts to require drinking water, toilets and hand-washing facilities in the fields.

Over 1.5 million East Coast farmworkers and their families—American Blacks, Haitians, Mexicans, Puerto Ricans and other minorities—have seen their most basic rights denied by powerful agricultural interests.

National Migrant Worker Council

Many migrants come from traditionally Roman Catholic cultural backgrounds in Mexico or Puerto Rico, so it is hardly surprising to find the Roman Catholic Church active in migrant activities. The National Migrant Worker Council is an organization for nuns and lay people concerned about migrants. The NMWC published and distributes Helen Johnston's *Health for the Nation's Harvesters*, and it publishes a newsletter *Catalyst* from its editorial offices at 617 West Wayne Street, South Bend, IN, 46625. Sr. Raphael Marie Clifford is the editor; her phone number is 219-232-6573.

There is also a U.S. Bishops' Pastoral Care of Migrants and Refugees Committee. Its Director is Father Silvano Tomasi, and its address is 1312 Massachusetts Avenue, Washington, D.C. 20005.

Networking With Religious Groups

Whatever your own religious persuasion along the continuum from die-hard athiest to born-again fundamentalist, be willing to network with others committed to helping migrants. Common sense and common humanity convince us that the wall between church and state will not come tumbling down if people with secular orientation work alongside people with religious motivation toward a better life for migrant children.

The Private Sector: Industrial

Anyone familiar with the public schools knows that they are flooded with materials produced by the corporate sector. The worst of these are notoriously self-serving propaganda used by lazy teachers on days when they aren't prepared with anything original, but the best of the materials can be used judiciously. Given the reported number of 80,000 pesticide sprayings of farm workers annually, and the realization that the number may be low and some of those pesticides deadly in both immediate and long-term effects, you may want to get the pamphlet *Work Smart . . .Work Safely . . .With Farm Chemicals.* It is printed in both English and Spanish and available from the National Agricultural Chemicals Association, The Madison Building, 1155 Fifteenth Street, N.W., Washington, D.C. 20005. It is not nearly specific enough about the terrible consequences of exposure, but it is a way to introduce the issue into the classroom and it does contain easily-understood, practical tips.

Pesticides present a terrible health hazard to migrants. The United Farm Workers are organizing their current boycott around that issue. You may find yourself giving advice to children who have been exposed to dangerous chemicals. If so, consult "If You Have Been Sprayed" by Susan Milius in the July 1986 *Rodale's Organic Gardening.*

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For Further Help

For Moral support and local leads

National Coalition Against the Misuse of Pesticides
530 7th St., S.E.
Washington, D.C. 20003
(202) 543-5450

Northwest Coalition for Alternatives to Pesticides
P.O. Box 1393
Eugene, OR 97440
(503) 344-5044

For tests on people (have doctor call)
Center for Bio-Organic Studies
Room 200, University of New Orleans, Lakefront
New Orleans, LA 70148
(504) 286-6644

Enviro-Health Systems Inc.
990 North Bowser Road
Suite 800
Richardson, TX 75081
(800) 558-0069

National Medical Services
2300 Stratford Ave.
Willow Grove, PA 19090
(215) 657-4900

Further references

Dr. Phillip Leveque, toxicologist
P.O. Box 659
Molalla, OR 97308
(503) 829-5433

National Resources Defense Council
Toxic Substances Information Line
(800) 648-NRDC, outside NY
(212) 687-6862, NY state

National Pesticide Hotline
(800) 858-7378

National Pesticide Telecommunications Network
Texas Tech University Health Science Center
Dept. of Preventive Medicine and Community Health
Lubbock, TX 79430

- "Emergency Medical Treatment for Acute Pesticide Poisoning" poster—$3. Make checks payable to Superintendent of Documents. Request by stock number 008-045-00023-2 from U.S. Government Printing Office, Superintendent of Documents, Washington, D.C. 20402-9325
- "What to Do If You're Sprayed," *NCAP NEWS*, Fall 1984. Send self-addressed, stamped envelope to NCAP.
- *A Bitter Fog: Herbicides and Human Rights*, by Carol Van Strum (Sierra Club Books, 1983, $14.95).
- *The Health Detective's Handbook*, by M. Legator, B. Harber and M. Scott (The Johns Hopkins University Press, 1985, paper $12.95).
- *On the Trail of a Pesticide*, 166-page pamphlet by Mary O'Brien (NCAP, 1984, $11).

Conclusion

This book has not even named, much less described all of the institutions and agencies working to help migrants. You must seek out help wherever you can find it. Helen Johnston says this about migrant health: "What can be expected in the future is greater emphasis on the building of local coalitions to join together various local groups to work toward removing some of the underlying causes of illness and disability." This is equally true of Migrant Education. Migrant families must be well and truly assimilated into American society so they can enjoy its benefits. Do not hesitate to ask for help. You will need it, and it is there.

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State Offices of Migrant Education

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Mr. Cecil Bobo
Director, Migrant Education Program
State Department of Education
State Office Building
Montgomery, AL 36130
(205) 261-5145

ALASKA
Mr. Ronald Badard
Education Administrator I
Office of Management and Budget
State Department of Education
Alaska Office Building - Pouch F
Juneau, AK 99811
(907) 465-2824

ARIZONA
Dr. J.O. Maynes, Jr.
Director, Migrant Child Education
Arizona Department of Education
1535 West Jefferson St.
Phoenix, AZ 85007
(602) 258-5138

ARKANSAS
Mr. Horner W. Neal
State Supervisor of Migrant Education
State Department of Education
Arch Ford Education Building
Little Rock, AR 72201
(501) 371-1853

Mr. Winford A. "Joe" Miller
Director, Migrant Student Record Transfer System
State Department of Education
Arch Ford Eduction Building
Little Rock, AR 72201
(501) 371-2719

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State Department of Education
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Supervisor, Migrant Education Program
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State Department of Education
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Hartford, CT 06145
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Mr. Jose "Frank" Soriano
State Specialist, ECIA I, Migrant Education
State Department of Public Instruction
Townsend Building
P.O. Box 1402
Dover, DE 19901
(302) 736-4667

DISTRICT OF COLUMBIA
Mrs. Francie Henry
Director
Department for Grants Administration
415 12th Street, N.W., Room 1004
Washington, D.C. 20004
(202) 724-4226

FLORIDA
Dr. Ulysses Horne
Administrator, Federal Compensatory Education
State Department of Education
Knott Building
Tallahassee, FL 32301
(904) 487-3817

GEORGIA
Ms. Sarah H. Moore
Coordinator, Migrant/ESL Programs
State Department of Education
Twin Towers East
Atlanta, GA 30334
(404) 656-6915

IDAHO
Ms. Carolyn Reeves
Coordinator, Migrant Education
State Department of Education
650 West State Street
Boise, ID 83720
(208) 334-2165

ILLINOIS
Mr. A. Larry Justo
State Migrant Director
Illinois State Board of Education
100 North First Street
Springfield, IL 62777
(217) 782-6038

INDIANA
Mr. Santiago Garcia, Jr.
Director, Division of Migrant & Bilingual-Bicultural Education
State Department of Public Instruction
State House, Room 229
Indianapolis, IN 46204
(317) 927-0140

IOWA
Mr. Paul Cahill
Director, Migrant Education Program
State Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319
(515) 281-5313

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Mr. Juan Rocha
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120 East 10th Street
Topeka, KS 66612
(913) 296-3161

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State Department of Education
Capitol Plaza Tower-Room 1709
Frankfort, KY 40601
(502) 564-3301

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State Department of Education
P.O. Box 44064
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(504) 342-3517

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State Department of Education and Cultural Services
State House Station 23
Augusta, ME 04333
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Mr. Daniel A. McAllister
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State Education Department
883 Education Building Annex
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Assistant Director
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State Department of Public Instruction
Raleigh, NC 27611
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NORTH DAKOTA
Mr. Curtis O. Stahl
Chapter 1, Migrant Administrator
Department of Public Instruction
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Bismarck, ND 58505
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Mr. Thomas Wilson
Assistant Director
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Worthington, OH 43085
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(503) 373-1378

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State Department of Education
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Harrisburg, PA 17108
(717) 783-9161

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State Department of Education
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SOUTH DAKOTA
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Coordinator, ECIA, Chapter 1
Division of Elementary and Secondary Education
Department of Education and Cultural affairs
Pierre, SD 57501
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Mr. Chester Hill
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Some Suggested Reading

Binder, Eugene, *Alternative Funding Sources for Migrant Education*. ERIC Digest, 1984.

Levin, Henry M., Glass, Gene V., and Meister, Gail R., *Cost-Effectiveness of Four Educational Interventions*, Institute for Research on Educational Finance and Governance Project Report No. 84-A11. Stanford, CA: Stanford University, May 1984.

Johnston, Helen L. *Health for the Nation's Harvesters*, 1985.

Tobin, Richard L. "One Million Migrants," *Saturday Review*, August 17, 1968, pp. 12-15, 61-63, reprinted in *The Disadvantaged Child: Issues and Innovations*, Joe L. Frost, ed., Houghton Mifflin: New York, 1970.

Some Films and Videotapes

Reflections of 15 Years
Fields of Dignity
A Migrant Experience
Available from: Texas Migrant Interstate Program
Drawer Y
Pharr, TX 78577 512-787-9994

Apple Harvest in Wenatchee
A Look at Migrant Education
Harvest of Hope
The Migrant
Cowichan Indian Children
Kennewick School District/Migrant Education
The Plight of the Migrant
Available from: Washington State Migrant Education
Resource Center/Media Dept.
1110-G South Sixth Street
Sunnyside, WA 98944
509-837-2712

All 7 may be obtained from Georgia State University.

Major Network Documentaries

CBS

Harvest of Shame is available from Films, Inc. & CMR/McGraw-Hill Films.

The Green Curtain, *The Green Cage*, *From Harvest to Harvard*, and *The New Europeans* are available from:
Director, Film & Video Licensing
CBS Broadcast International
51 West 52 Street
New York, NY 10019
212-975-3200

NBC

Migrants, July 16, 1970

Migrants, 1980 available from Films, Inc.

Documentaries

Fred Wiseman Documentaries: High School and The Cool World

Titles Shown at The Eastern Conference in Tampa, Florida, in 1980

Angel and Big Joe
Project Teach: Pebbles in a Pond
Today Show Tapes
Migrant Education in the Tar Heel State
New Jersey Goals for Youth Project: 1984
Short News Features on Migrant Education in New Jersey
Continual Values of the Mexican American Farmworker
Learning to Belong
We're # 1
New Hampshire Migrant Education Summer Camp
Las Aspiraciones De Una Hija
Migrant Education: Choices, Not Circumstances
Prisoners of the Harvest
Look to the Children
Exemplary Migrant Student Awards: 1985.
Villa Lago
Four Who Dared
Migrant Parents' Influence on the Educations of Their Children

Some Titles From California

Bitter Harvest, California State Department of Public Health
2151 Berkeley Way
Berkeley, CA

California Cares, California State Department of Public Health

Roots of Happiness

Cleanliness Brings Health (English and Spanish versions)

A Desk for Billie

All 3 available from: California State Department of Education

Feature Films

The Ballad of Gregorio Cortez. Starring Edward James Olmos. Presented on PBS as part of the American Playhouse Film Festival. Based on true story of June 1901 incident in Texas that prompted one of the largest manhunts in American history, a shooting prompted by problems in translating Spanish into English.

The Border. 1981 Jack Nicholson action melodrama about a compassionate Border Patrol officer who fights Anglos exploiting illegals.

Borderline. 1980 Charles Bronson actioner about a compassionate Border Patrol officer who fights Anglos exploiting illegals.

Days of Heaven. (1978) Richard Gere, Brooke Adams. Three migrant workers dream of a better life.

El Norte. Splendid drama of Central American refugees in Southern California. Available from Festival Films, 2841 Irving Avenue, South, Minneapolis, MN 55480

Grapes of Wrath. John Ford's 1940 film version starring Henry Fonda as Tom Joad. Available from The Classics Collection of Films, Inc. 440 Park Avenue South, New York, NY 10016 212-889-7910.

The Migrants (1974) Cloris Leachman, Ron Howard. Based on a play by Tennessee Williams.

Mr. Majestyk. 1969 Charles Bronson actioner about melon farmer, migrants, and themob. Far-fetched but an admission by Hollywood that migrants exist.

On the Nickel. 1979 Ralph Waite melodrama about homeless people struggling for dignity and honor, finding friendship in unlikely places.

Don't forget classic films like Renoir's *The Southerner*, a portrayal of the dignity of the rural poor, or contemporary television shows like the PBS Wonderworks episode "Maricela," a very fine show about a teenage Mexican girl in the alien environment of middle class California. Virtually all of these are available in video format, and most in 16 mm film.

Computer Software

Adventures in Flesh, Krell Software Corp, 1320 Stony Brook, NY 11790; (science). The player pretends to be the navigator of a miniaturized research vehicle that explores the human body to diagnose various disorders.

I Can Write, Sunburst Communications, Room DR 7, 39 Washington Avenue, Pleasantville, NY 10570-9971; (language arts) Students work with 25 lessons that result in their own personal book or writings.

The Puzzler, Sunburst Communications (above); (reading comprehension) Practices reading comprehension skills using a prediction/analysis strategy (no wrong answers).

Audio Tapes

Edmonds, Ronald R. *The Characteristics of Schools That Are Effective for All Pupils*. Association for Supervision and Curriculum Development, 1981.

Lezotte, Lawrence. *Research on Instructional Leadership*. Association for Supervision and curriculum Development, 1984.

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